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ABSTRACT

This paper examines the views of economic and higher education leaders concerning the potential socio-economic importance to Americans of establishing continuing links between communities, colleges, and universities, and international students and alumni. A literature review is presented that examines: (1) the past relationship and importance of international students for colleges, universities, and their communities; (2) the motives and goals for international students and alumni in maintaining contact with their host institutions after graduation; and (3) the potential costs and benefits to the United States and its institutions of higher education that are inherent in admitting international students. Lists are presented of the potential benefits of having international students in American educational institutions for the institutions themselves, for the business community, and for the wider community. Contains a 56-item bibliography. (GLR)

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THE SOCIO-ECONOMIC IMPORTANCE OF LINKS BETWEEN CAMPUSES, COMMUNITIES, AND INTERNATIONAL STUDENTS AND ALUMNI: PERCEPTIONS OF COLLEGIATE AND COMMUNITY LEADERS

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The Socio-Economic Importance of Links between Campuses, Communities, and International Students and Alumni: Perceptions of Collegiate and Community Leaders

Harold A. Smith

Introduction And Background

Since the end of World War II, hundreds of thousands of students from other nations have studied in colleges and universities in the United States.[1] The majority of them, upon completion of their program of study, returned home to participate in the development of their country's economy and society.[2] Many of these foreign alumni subsequently became prominent leaders and professionals in their countries; making them therefore, a potentially significant resource for educational, economic and cultural links between the United States and other nations.[3]

One traditional model for support of the post World War II flow of students from one country to another has been the modernization model of Third World development, which implies a one way transfer of benefit from developed to developing countries.[4] International exchange, the other overlapping but distinct model for supporting international educational flow of students, implies reciprocity of benefit and sharing of both costs and benefits, giving an overall net gain to both hosts and senders.[5]

Given the nature and scope of such relationships, whether for international development or for international exchange, do higher education institutions desire to establish and maintain contacts with international as well as native alumni? Contee claimed that Americans have strong negative perceptions of the governments of developing nations, but not of their people.[6] In a recent survey she sampled 2,400 Americans, interviewed 500 additional Americans active in political or social issues, interviewed 13 members of Congress and Congressional staff, and held four focus group discussions in three cities around the country. Contee found that a majority of the Americans in the study favored efforts to assist developing nations with socio-economic development even though they mistrusted the nations' governments.[7]

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[1] Institute of International Education. Open Doors: Report on International Educational Exchange. (New York: IIE, 1987).

[2] Motoko Y. Lee. Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities. (Washington, DC: National Association for Foreign Student Affairs, 1981).

[3] Forrest G. Moore & Robert E. Forman. The University and Its Foreign Alumni: Maintaining Overseas Contacts. (Minneapolis: University of Minnesota Press, 1964).

[4] Keith Fenwick. "Making the Most of Overseas Students," Higher Education Quarterly 41 (Spring 1987): 126-137.

[5] Ibid.

[6] Christine E. Contee. What Americans Think: Views on Development and U.S.-Third World Relations. (Washington, DC: Interaction and The Overseas Development Council, 1987).

[7] Ibid.

Furthermore, nearly 75 percent of those Americans surveyed believed that our own economy is interrelated with those of developing nations.[8] Simultaneously, it seems that there is discernible need for improvement in the United States' performance in international trade and finance.[9] While Contee found that American policy makers perceived public support for economic assistance to other nations as weak and fluctuating, others contended that American economic leaders had great interest in improving their international performance.[10] American colleges and universities, who frequently administer development programs and do research in developing countries, are also interested in the international arena.[11] They may have special offices or centers that offer technical and/or logistical support to businesses, especially in their geographic service area.

At the same time that American businesses and campuses are looking beyond domestic borders, hundreds of thousands of international students and scholars, many of whom currently or subsequently occupy prominent positions of professional or public leadership, may be found in American institutions of higher learning; more than 356,000 international students are currently in the United States.[12] These students are a potentially significant resource for solving the world's development problems.

Researchers studying international students have noted for more than 30 years that international alumni interests are not merely sentimental, but also are professional.[13] The alumni can assist, as well as be assisted by, universities and businesses in a variety of ways, such as: recruitment and orientation of prospective students, provision of specialized literature to departmental libraries, participation in research projects, making local and national-level contacts that could be beneficial to the college or university and to businesses and the wider community.[14] Recent studies which attempted to show the relationship of international alumni to development did so almost solely from the

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[8] Ibid.

[9] Bill Powell, Bradley Martin, Melinda Liu, Dorinda Elliot, Carroll Bogert, and Rich Thomas. "The Pacific Century," Newsweek, 22 February 1988, 42.

[10] J.F. Beré "Shaping America's Future Competitiveness." Speech to Third Annual Meeting of the Arthur W. Page Society, Innisbrook, FL, September 30, 1986. In Vital Speeches of the Day (15 January 1988); See also, Fortune, 4 January 1988.

[11] A major purpose of Mississippi State University's Office of International Programs is the administration of development programs and support of research in developing countries. Harold A. Smith & Ronald A. Brown. Mississippi Agriculture And World Hunger -- The Ties That Bind. Mississippi State, MS: Office of International Programs, 1988.

[12] Institute of International Education. Open Doors.

[13] R.C. Bohn. "An Evaluation of the Educational Program for Students from Foreign Countries: Emphasis on Orientation Procedures, Individual Problems and Psychological Variables." (Ed.D. dissertation: Wayne State University, 1957).

[14] Seth Spaulding, Michael J. Flack, Sean Tate, Penelope Mahon, and Catherine Marshall. The World's Students in the United States. (New York: Praeger Publishers, 1976).

perspective of the alumni or their home country.[15] Considering the potential benefits both to educational institutions and to communities, there appeared to be a need to gain some understanding of the views of economic and higher education leaders of the potential socio-economic importance to Americans of establishing continuing links between communities, colleges and universities, and international students and alumni.

Literature Concerning International Students and Alumni

The United States hosts the world. More than 356,000 persons from 186 nationalities studied in U.S. colleges and universities during 1987-88.[16] Representing 2.8 percent of the overall enrollment of such institutions, as much as 20.2 percent in individual institutions, these students contribute significantly to the annual economic support of their host institutions and communities; for example, tuition, mandatory fees, and college room and board alone in Boston amount to more than $17,000.[17] They potentially contribute more socio-economically than through direct economic support alone. The California State College System recognized this when it included in its 1965 statement of purpose for international student programs that "it is entirely fitting for a college to make full use of [international] students as a resource for enhancing the educational experiences of its students, faculty, and community."[18]

When international students complete their education they join the ranks of their host institutions' alumni, and potentially continue to support the institution and, for those who remain in the United States, contribute to American society in the same ways as do native alumni. They also have a better understanding of the American people and political and economic systems than do many of their countrymen.[19] When they return to their home countries, they not only are more likely to understand American values and goals, but they are more likely to assume leadership positions which need that increased understanding. Consequently, it is vitally important for American educational institutions, communities, states, and the nation as a whole to establish and maintain as close links as possible between colleges and universities and their international students and alumni.

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[15] C.S. Greenblat. "Orientation of Foreign Students From Four Developing Countries." (PhD. dissertation: Columbia University, 1968); Hugh M. Jenkins and Associates. Educating Students from Other Nations. (Washington, DC: Jossey-Bass Publishers, 1983).

[16] Institute of International Education. Open Doors.

[17] The World Almanac. (New York: Pharos Books, 1988, p. 261.

[18] California State College System. Foreign Student Programs: Report and Recommendations. (California State College System, July 1965).

[19] Ibid.

One would expect, due to the importance of ongoing institutional contacts with international students and alumni, to find the subject well-represented in the literature. This is, surprisingly, not the case.

Cormack, while working in partial implementation of the 1961 Fulbright-Hays Act, evaluated existing research concerning the problems of educational and cultural exchange.[20] She noted that earlier studies had concentrated on international student attitudes toward the United States, either involving changes occurring in the person while here, or those evidenced after return to the home country.

Cussler investigated the assumptions, conclusions, strengths, and weaknesses of major private and government sponsored research concerning international education.[21] The three primary assumptions Cussler found in the literature were that understanding would lead to liking, that adjustment to American culture is necessary and desirable, and that pre-departure attitudes would resemble later ones. She noted that more recent reports reflected some change in these assumptions in exchange programs, particularly, that later behavior is more important than favorable expressed attitudes, that a desirable acculturation is optimal rather than maximal, and that learning and experience are more important than liking the host country.

Walton reviewed previous studies from such disciplines as psychology, sociology, anthropology, international educational exchange, international development, and educational administration were cited. She pointed out that the impact of international students on native students had received relatively little attention. Her conclusion concerning their impact on the United States was that international students' impact as a whole "should be conceived primarily as a problem facing American educational institutions, rather than as a series of problems experienced by the [international] students themselves."[22]

The three comprehensive studies described above indicated that much of the inquiry into international educational exchange had been concerned with proving the effectiveness of training programs for government sponsored international students, and had focused on returnees, sometimes several years after their sojourn in the United States.[23] The closest any of these studies came to investigating the importance of international students and alumni to the United States was to conclude that little attention had been paid to the impact of international students on domestic students.[24]

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[20] Margaret L. Cormack. An Evaluation of Research on Educational Exchange. (Washington DC: U.S. Department of State, Bureau of Educational and Cultural Affairs, 1962).

[21] Cushler.

[22] Walton: 48.

[23] Cormack; Cushler; Walton; Also, Damon S. Kletzien; Agency for International Development, 1966; Agency for International Development, 1968.

Several other reviews of literature broadly examined policy and research aspects of studies related to international students.[25] However, none of these studies seriously considered the importance of international students to their host institutions while they were in the United States, or international alumni to their host institutions after return to their home countries.

Even a 1976 macro-review by Spaulding and Flack, which examined more than 500 documents, revealed almost nothing about the importance of international students and alumni to American institutions, businesses, and society as a whole.[26]

Spaulding and Flack's findings supported the hypothesis that "little attention is paid in universities, communities, and governments with regard to the effects that [international] students have on U.S. institutions, opinion, and knowledge."[27] Also supported was the hypothesis that "large numbers of U.S. students are unaffected by the presence of [international] students on their campuses for the simple reason that they have little contact with them."[28] They concluded that "few institutions have a clear policy regarding the integration of [international] students into the campus community . . . [and] few institutions have articulated a rationale for the presence of [international] students which would serve as a basis for policy making in such areas as selection, admission, curriculum planning, and non-academic services."[29]

Eide used UNESCO statistics on global student exchange to explore the relationship between students and society, more specifically the students' role as links between cultures.[30] She suggested that by the act of studying in another country, the students become a bridge between their own culture and those with whom contact is made in the host country. An earlier book by Eide explored the four ways in which international students function as future links between home and host countries:

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[24] Barbara J. Walton. Foreign Student Exchange in Perspective.

[25] Otto Klineberg. International Exchanges in Education, Science and Culture: Suggestions for Research. Paris: Publications of the International Social Science Council, Mouton and Company, 1966; Randolph T. Major, Jr. Review of Research on International Exchange. Putney, VT: The Experiment in International Living, August 1965; Margaret L. Cormack. "International Development through Educational Exchange." Review of Educational Research 38 (June 1968): 293-302; Barbara J. Walton. "Research on Foreign Graduate Student." Exchange 6 (Winter 2971): 17-29; Robert C. Angell. Peace on the March: Transnational Participation. New York: Van Nostrand Reinhold Company, 1969; Richard Spencer. The Adacemic Performance of Foreign Students in American Colleges and Universities: Comments on the Literature 1960-67, with Bibliography. Urbana, IL: University of Illinois, Office of Instructional Resources, Measurement and Research Division, 1967; William H. Allaway. (Ed.) International Educational Exchange in the United States: A National Profile. Los Angeles: University of California, Education Abroad Program (January 1971).

[26] Spaulding and Flack, et al.

[27] Ibid: 312.

[28] Ibid: 313.

[29] Ibid. 317-18.

[30] Ingrid Eide. "Students as Bridges Between Cultures." Kultura: 17 (1972): 95-110.

(1) general cultural knowledge gained in the host country, (2) communication through mass media, (3) images transmitted in the form of goods or things through world trade, (4) direct transfer during recreational, trade, or international organizational contacts.[31]

Eide pointed out that these functions of international students are usually discussed in terms of other values that inter-cultural knowledge is supposed to serve, but do not necessarily serve: (1) more knowledge leads to more empathy, more empathy leads to more sympathy, and more sympathy leads to improved international relations and to the common goal of peace; (2) increased knowledge will stretch people's imagination where human culture and life are concerned, with the net result of increased tolerance in general; (3) diffusion of knowledge about other cultures will ultimately lead to a more homogeneous world; (4) through "culture carrying," both parties may feel they need each other, leading to the idea of interdependence; (5) the opposite line of reasoning: increased knowledge of others will intensify and clarify knowledge of oneself and one's own culture; and (6) the meeting of cultures and minds will lead to the development of either or both, and better conditions for people everywhere. Eide cautioned that all of these assumptions have a common problem associated with the gap between cognition and evaluation, between facts and values.[32]

Literature Concerning Motives and Goals for Links

Strong support has been shown among international students and alumni for maintaining contact with their host institutions after graduation.[33] However, most colleges and universities in the United States have institutional missions that include, to various degrees and in various forms, three main functions: teaching, research, and service. One reason for supporting those functions may come from our innate sense of duty toward our neighbors, and in today's world we are increasingly aware that our 'neighborhood' is not as limited as it once was.[34] The new family on the block is as likely to have come from Pakistan, Norway, Nigeria, China, or Brasil as from the Poconos, North Carolina, Nebraska, California, or Birmingham. Should higher education institutions in the United States, however, view links with their international students and alumni as entirely altruistic, giving more in knowledge, training, and services than they ever expect to receive in return?

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[31] Ingrid Eide. Students as Links Between Cultures. Oslo: Universitetforlaget, 1970.

[32] Ibid.

[33] Mei Zhang, Jesus Ortegon, Shian-Ne Li, Ahmad Muslim, Jun-Fu Hsieh, and Seung Baick. "Continuing Relationships Between MSU and Its International Students," MSU International Newsletter. (Mississippi State, MS: Mississippi State University, Dec. 1988).

[34] Fenwick.

Supporters of international education, and their institutions' goals, include not only altruists but hard-headed pragmatists who could paraphrase an old proverb to say that "what we don't know [has already] hurt us," that our citizens' lack of international competence has interfered with our ability to compete successfully in international business and politics.[35] Business leaders have recognized that "it is a damaging and often fatal handicap [not to be able to] converse freely with a customer in his own language."[36] At the same time that the United States is forced to adjust to an increasingly interdependent world, "only about half of the people assuming foreign language positions in the Defense Department actually have the necessary competence."[37]

Support for the need to increase international competence is abundant. The total value of American foreign trade has grown from less than 10 percent to more than 25 percent of its gross national product in the last 30 years. Between 1950 and 1979 exports increased from $10 billion to $377 billion. In 1980, more than 200 of the 500 largest industrial firms in the United States generated at least 20 percent of their sales abroad, and more than 60 generated 40 percent or more abroad. Twenty percent of current industrial production is for export. The jobs of one in six production workers are directly dependent on international trade. Forty percent of American farmland currently produces for export. About a third of current corporate profits are generated by international activities. Commercial banks in the United States have more than $130 billion in loans outstanding to developing countries and the communist bloc, with 1,500 banks involved in lending in Latin America alone.[38]

Support for emphasizing international understanding in the educational systems of the United States is also compelling. "The proper concern of education is the whole world, not just a part of it. Any educational effort that, in its totality, concerns itself with less than what can be known about all countries and all peoples of the world is incomplete."[39] "Knowledge respects no national boundaries. What is proved to be

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[35] Consortium for International Cooperation in Higher Education. What We Don't Know Can Hurt Us. (Washington, DC: CICHE, n.d.).

[36] Steven J. Kobrin. International Expertise in American Business. (New York: Institute of International Education, 1984): 27.

[37] Consortium for International Cooperation in Higher Education. What We Don't Know Can Hurt Us: 2.

[38] Ibid: 6; Consortium for International Cooperation in Higher Education. Solving World Hunger: The U.S. Stake. (Washington, DC: CICHE, 1986); The Conference Board. Key Company Directory. (New York: The Conference Board, 1980); Rose Lee Hayden. "Foreword" in Earl L. Backman (Ed.) Approaches to International Education. (New York: Macmillan Publishing Company, 1984).

[39] Clark Kerr. "Introduction: Global Education Concerns of Higher Education for the 1980s and Beyond," in Barbara B. Burn. Expanding the International Dimension of Higher Education. (San Francisco: Jossey-Bass, 1980): xix.

certain is no less true in China or Brazil than it is in Russia or Canada or the United States. Intellectuals of all nations contribute to the scope of human knowledge and understanding."[40]

While some disagreement may continue as to 'proper' motives for links, there is more concensus concerning goals. It may be more readily recognized that the domestic educational institution, its faculty, and students benefit from contact with international students just as the international students, and their home institutions or countries may benefit from the students' education in the United States.[41] A profusion of literature exists that supports the goals of broadening American youth's education by exposing them to other cultures through study and/or travel.[42] There is also copious support for involvement of international students in the larger community while they are in the United States.[43] Almost none of the literature, however, directly discusses the benefits to colleges and universities or to communities of on-going links with their international students and alumni; most of it deals with program evaluations or practical approaches to international alumni programming rather than theoretical or empirical examinations of motives and goals for establishing on-going links between institutions and their international students and alumni.[44]

Even in the literature about international programs in colleges and universities there is little mention of the potential importance of links with international alumni in carrying out the various other programs with an international focus. During the early 1980s a number of books on international education were published. Some of them offered a well-defined rationale for the inclusion of international programs in the curriculum.[45] Others described national trends and sought to define ways of instituting international

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[40] Ibid.

[41] National Association for Foreign Student Affairs. Policy Statement on International Educational Exchange. (Washington, DC: NAFSA, October 1980).

[42] Barbara B. Burn, Expanding the International Dimension of Higher Education; Robert A. McCaughy. "International Studies and General Education: The Alliance Yet to Be," Liberal Education. 70 (Winter 1984): 343-374; Jon P. Knochenmus. "University Studies Abroad -- Their Contribution to International Understanding and Cooperation." Higher Education in Europe 11 (No. 1 1986): 62-67.

[43] K. Richard Pyle. (Ed.) "International Cross-Cultural Service/Learning: Impact on Student Development." Journal of College Student Personnel 22 (November 1981, No. 6): 509-514; National Association for Foreign Student Affairs. Model International Involvement Programs. (Washington, DC: NAFSA, Spring 1985).

[44] The Latin American Scholarship Program of American Universities. LASPAU Alumni Survey. (Washington, DC: LASPAU (July 1977); Bunnie Lamoreaux. Research on Follow-up Programs for International Alumni. Ed.D. dissertation, University of Alabama, 1976); Agency for International Development, Participant Training Branch. Ghana-United States: Participant Training Evaluation Survey, 1957-1967; Sylvia Goetzl & Jill D. Stritter. Foeign Alumni: Overseas Links for U.S. Institutions. (Washington, DC: NAFSA, March 1980).

[45] Humphrey Tonkin and Jane Edwards. The World in the Curriculum: Curricular Strategies for the 21st Century. (New Rochelle, NY: Change Magazine Press, 1981).

programs at colleges and universities.[46] Still others were designed to assist institutions in assessing their degree of commitment to international education or to present practical guidelines for developing an international program.[47]

Leaders from 17 colleges and universities presented practical guidelines in one book for developing an international program.[48] The institutions all espoused active and effective international programs. They all emphasized their commitment to international education, including their goals for each program component. All institutions had program components that included international students, study abroad and exchange programs, international linkages, and community outreach. Yet, not one of them mentioned their use of international students or alumni as resources in reaching their goals.

The National Association for Foreign Student Affairs (NAFSA) occupies a position at the forefront of the field of international educational exchange. Their policy statement on international educational exchange recognizes the concerns for international understanding, and the role of education in providing that understanding, and states that involvement with international students and alumni is a part of a larger phenomena of international educational exchange, which is itself a symptom of the changing position of the United States within a world community.[49] NAFSA asserts that because the United States is no longer perceived as the "dominant political influence, economic power, technological leader, and intellectual authority, [it must work in cooperation with the rest of the world to] stabilize the world economy, halt damage to the physical environment and the supporting life systems of the planet, deal with widespread assaults on human rights and cultural values, relieve nations of the enormous and wasteful burden of armaments, and cope with deepening world poverty and hunger."[50]

It appears that one of the most important and accessible, but largely untapped, resources for meeting these world-wide needs is the large group of international students and alumni of colleges and universities in the United States. The institutions, however, must have a clear idea of their reasons for developing an international student or alumni

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[46] Burn.

[47] Maurice Harari. Internationalizing the Curriculum and the Campus: Guidelines for AASCU Institutiosn. (Washington, DC: American Association of State Colleges and Universities, 1981).

[48] Earl L. Backman. Approaches to International Education. New York: Macmillan Publishing Company, 1984). The institutions included state universities: The University of North Carolina at Charlotte, The University of Massachusetts at Amherst, Western Kentucky University, Ohio University, Florida International University, and The University of Nebraska at Omaha; private colleges and universities: Warren Wilson College, Linfield College, Earlham College, Utica College of Syracuse University, Emory University, and Pacific Lutheran University; and community colleges: Pima Community College, Burgen Community College, and Rockland Community College.

[49] National Association for Foreign Student Affairs. Policy Statement: 1.

[50] Ibid.

program, and their reasons must be individually compatible with the institutions' overall objectives in order for the program to be fully integrated into the central purposes of the institutions.[51] They must also carefully weigh the potential costs and benefits of such a program.

Literature Concerning
Potential Costs and Benefits of Links

Higher education in the United States is, in general, highly subsidized. Historically, subsidies to higher education came primarily from private sources in support of parochial institutions. State governments became involved in the later half of the nineteenth century, and since the second world war, federal subsidies have become more significant.[52]

Therefore, while it might appear, superficially, that if the system as a whole is highly subsidized all students in the system must be highly subsidized, that is not necessarily true. International students may not be highly subsidized if institutions consider the following facts. First, international students constitute a small fraction of the aggregate student body, ranging from 2 percent to 5 percent nationwide.[53] Since few institutions exist for the primary purpose of providing educational services to them, few institutions would be threatened by the disappearance of international students. Second, the resources consumed by most institutions would be only marginally reduced if international students were no longer present.

Conventional wisdom assumes that most international students are sponsored by their governments, and that their governments are supported by the American government; therefore, international students are subsidized. However, according to the Institute of International Educational Exchange, roughly two-thirds (64.5 percent) of all international students in the United States in 1988 were funded from personal or family sources.[54] Foreign governments subsidized only 8.7 percent of all international students in the United States in 1988. The most significant source of funds inside the United States was American colleges and universities, which provided funding to 17.1 percent of the students. No other source funded as much as 3 percent of the students.[55]

On the other hand, the 'output' of many institutions would be affected significantly

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[51] Ibid; Goetzl & Stritter.

[52] Steven P. Dresch. The Economics of Foreign Students. (New York: Institute of International Education, 1987).

[53] Institute of International Education. Open Doors.

[54] Ibid:. 33.

[55] Ibid.

by the disappearance of international students, at least at the graduate level, especially in the effectiveness of the institution's research components. In addition, since a larger proportion of international graduate students than undergraduates remain in the United States after graduation, international Ph.D. recipients have constituted an increasingly important resource to the institutions, especially in the scientific fields.[56]

Conventional wisdom also assumes that because there are anecdotal accounts of the problems 'foreign' instructors cause American students, the tendency for international graduate students to remain in the United States is harmful to higher education. However, the literature reviewed for this study failed to support that assumption. A number of studies have investigated the so-called 'brain drain,' but while they have pointed out the harm this migration of talent causes the home country, none of them have reported any harm to the United States. To the contrary, they almost unanimously treat the 'brain drain' as a 'brain gain' from the perspective of the United States.[57]

It appears, then, that the potential costs to the United States of having international students in American educational institutions are less than obvious. But, what about the potential costs of continuing links between the students and the institutions? Because of their small percentage of the aggregate alumni pool, the institutional costs of continuing links should be limited to start-up costs associated with planning and implementing the extension of attention to an institution's total alumni pool.

The National Association for Foreign Student Affairs (NAFSA) compiled information from 70 colleges and universities which was used as a basis for designing a model alumni program for various types of institutions. Regardless of the size of the institution or its enrollment of international students, certain steps were considered necessary.[58]

According to NAFSA, the institution should, first, develop a statement of principles recognizing the various interests to be served by the program. Then it should identify what is currently being done at the institution for and with its international alumni, assess current resources of staff time (including volunteers and work-study employees), potential contributions in kind, and sources and amount of financial support. Finally, the institution should develop a concrete plan of action for building a

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[56] For a fuller discussion of the academic labor market, the demand for graduate students and the foreign supply, U.S. undergraduate excess capacities, institutional marginal costs, and prices, see Dresch: 5-18.

[57] Man Singh Das. "Effect of Foreign Students' Attitudes toward Returning to the Country of Origin on the National Loss of Professional Skills." Ph.D. Dissertation, Oklahoma State University, 1969; William A. Glaser. Brain Drain and Study Abroad. New York: Columbia University, Bureau of Applied Social Research, 1974.

[58] Goetzl & Stritter. Foreign Alumni: 7.

workable international alumni program with a budget and a time schedule for meeting goals.[59]

The amount of time and resources spent, of course, would relate somewhat to the number of international alumni from the institution. However, five stages of development outlined by NAFSA would need to include: 1) Identification and record keeping, 2) communication, 3) activities and services, 4) program evaluation, and 5) program modification.[60] Again, the potential cost of each stage would relate somewhat to the number of international alumni from the individual institution; however, institutional costs could be reduced by sharing responsibilities between the institution's international student office, alumni office, registrar, faculty and academic departments, alumni clubs abroad, international students, international alumni, sponsors, host families, foreign institutions, foreign governments, and U.S. state and federal governments.

The potential costs, though limited, are nonetheless real, and the institution must weigh them against potential benefits to be gained from institutional programs for maintaining links with international alumni. Potential benefits have been identified for various constituencies, i.e., educational institutions, the business community, and the wider community, though they have been adapted from a number of sources that were not consciously trying to demonstrate the potential benefits to be gained from institutional programs for international students or alumni.[61]

Potential Benefits to Educational Institutions

The college or university may benefit from:

• Contributions from current students and returned alumni in volunteer time, hospitality, kind, or currency.[62]

• Increased prestige abroad through alumni promoting the image of the college or university among their friends, relatives and colleagues.[63]

• Assistance in advising, recruiting, screening and interviewing prospective applicants.[64]

• Assistance in promoting faculty and student exchanges.[65]

• Assistance in pre-departure orientation of new students coming from abroad.[66]

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[59] Ibid.

[60] Ibid.

[61] Burn, 1978, 1980; Dresch; Goetzl & Stritter; Lamoreaux; Moore & Forman; Zhang, et al.

[62] Moore & Forman.

[63] Goetzl & Stritter.

[64] Ibid.

[65] Ibid.

• Assistance for returning graduates.[67]

• Assistance in planning tours abroad for faculty, staff, and other alumni.[68]

• Assistance from alumni acting as contact persons for institutional faculty, staff, and other alumni traveling abroad.[69]

• Provision of hospitality to visiting faculty, staff, alumni, or alumni groups.[70]

• Provision of expertise and local contacts when negotiating or implementing international projects or contracts.[71]

• Assistance with consulting, research, and teaching overseas.[72]

• Provision of information concerning new developments abroad in academic fields of interest to the institutions.[73]

• Information concerning potential students and exchange faculty.[74]

• Information concerning reputation and quality of educational institutions abroad.[75]

• Information concerning relevancy of U.S. education to jobs and career opportunities available abroad.[76]

• Assistance in establishing alumni clubs abroad.[77]

• Information from current students and returned alumni concerning the whereabouts of friends, relatives, and associates who have graduated.[78]

• Assistance from current students and returned alumni in correcting the spelling of names and addresses on alumni lists, as well as transcribing them into English or other languages.[79]

• Assistance from departing alumni, or students returning home for visits, in hand-carrying materials abroad or making contact with returned alumni.[80]

• Provision of occasional articles for alumni office publications.[81]

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[66] Moore & Forman.
[67] Lamoreaux.
[68] Goetzl & Stritter.
[69] Ibid.
[70] Zhang, et al.
[71] Lamoreaux.
[72] Moore & Forman.
[73] Goetzel & Stritter.
[74] Ibid.
[75] Spaulding & Flack.
[76] Goetzel & Stritter.
[77] Ibid.
[78] Ibid.
[79] Ibid.
[80] Ibid.

Potential Benefits to the Business Community

The business community may benefit from:

• Assistance of well-placed international alumni for international business opportunities, consulting, employment, and increased trade.[82]

• Assistance of current students and returned alumni in country-specific cultural understanding of protocols and expectations.[83]

• Access to experts in various fields for participation in national and international professional associations and conferences.[84]

• Availability of expertise and local contacts when negotiating or implementing international projects or contracts.[85]

Potential Benefits to the Wider Community

The wider community around the college or university may benefit from:

• Awareness of activities and addresses of former students.[86]

• Access to articles on the state of various professions and institutions abroad for use in news media and organizational publications.[87]

• Access to international students and alumni for use as educational resources for international understanding in classrooms.[88]

• Access to international students and alumni for presentations for community groups to facilitate international understanding in the community.[89]

• Access to international students for volunteer community service.[90]

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81 Ibid.

82 Kobrin.

83 Ibid.

84 Goetzl & Stritter.

85 Kobrin.

86 Goetzel & Stritter.

87 Ibid.

88 National Association for Foreign Student Affairs. Model International Involvement Programs.

89 Ibid.

90 Ibid.

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